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PECULIARITIES OF MODERN MEDIA TECHNOLOGIES USING IN THE PROCESS OF EFL TEACHING IN HIGHER EDUCATIONAL ESTABLISHMENTS

The article discusses the functions of modern media technologies, their didactic potential and correlation with an activity-based approach to the learning process. The peculiarities of media education are highlighted in its interconnection with such learning objectives as practical, communicative, cognitive, educational, professional, emotionally developing. Special attention is focused on the means of forming mediacommunicative, sociocultural and professional competencies in the process of the foreign language acquisition. Results of the analysis provide evidence that media technologies can be used for various functions both in teacher-guided and independent learning of the English language. They intensify educational activity of students, increase their motivation, develop creativity and critical thinking.

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Особенности использования современных медиатехнологий в процессе обучения в высших учебных заведениях

В статье рассматриваются функции современных медиатехнологий, их дидактический потенциал и соотношение с деятельностным подходом к процессу обучения. Выявлены особенности медиаобразования во взаимосвязи с такими задачами обучения, как практические, коммуникативные, познавательные, образовательные, профессиональные, эмоционально-развивающие. Особое внимание уделяется средствам формирования медиакоммуникативных, социокультурных и профессиональных компетенций в процессе овладения иностранным языком. Технологии медиаобразования предполагают включение в образовательный процесс как традиционных средств массовой информации (периодические издания, телевидение, фильмы), так и новых технологических средств (программные средства, функционирующие на основе цифровых технологий). Также возможно использование современных методов и систем обмена информацией для обеспечения и поддержки сбора, накопления, сохранения и передачи информации. В статье подчеркивается роль электронных словарей, в арсенале которых гораздо большее количество способов поиска, чем у печатных лексикографических произведений. Современные электронные словари также включают в себя такой макроструктурный компонент, как «Игры», который позволяет

студентам развивать как языковые, так и речевые компетенции, а также проверять свои знания. Результаты анализа свидетельствуют о том, что внедрение медиатехнологий в учебный процесс дает возможность разнообразить задачи и формы подачи информации; использовать компьютерные программы, включающие в себя различные упражнения. Они предполагают использование всех человеческих органов чувств, что улучшает восприятие и запоминание информации. Медиатехнологии дают возможность моделировать ситуации, максимально приближенные к условиям профессиональной деятельности; активизировать учебную деятельность студентов, интенсифицировать их самостоятельную работу (умение выбирать информацию, непосредственно связанную с их профессиональной деятельностью, работать в соответствии с уровнем знаний студента); развивать критическое мышление студентов.

We live in the digital age, that is why the importance and role of media culture has incredibly grown lately. Media today is a complex means of mastering the surrounding world by a person, and media education is the basis for the formation of a new type of personal culture.

The reasons of media technology using in education are various. The impact of media technology on educational process is obvious and there are no doubts as for its unique benefits. What issue needs further consideration, is the methods of getting the most from its usage. Educators are looking to discover ways to use technology to enrich, extend, and advance learning in formal and informal educational environment, for content delivery and collaborative interaction.

The works of such scientists, as D. Buckingham, J. Lall, L. Sellers, J. Gone, were devoted to the problems of mass media influence on the individual and society. The use of media materials was in the center of scientific interests of E. M. Miller, G. V. Onkovuch, O. V. Fedorov, O. A. Serbenska etc. The role of computer technologies in the educational process was the subject of the researches by L. I. Pavlyuk, V. Y. Krasnopolsky, Z. V. Danilov and other authors.

The purpose of this study was to determine ways of practical application and to ascertain the effect of using modern media technologies in educational environment, namely in teaching English as a foreign language in higher educational establishments.

«Practical course of the first foreign language (English)» is based on a competence approach and principles of relevance, activity, personal development, professional improvement and integrity. These principles are implemented in connection with such objectives of teaching process as practical, communicative, cognitive, emotionally developing, educational and professional. As a result students are supposed to obtain the following competences:

– ability to think critically and reveal creativity;
– ability to solve complex problems and difficult tasks;

– ability to search for and analyse comprehensively information from different sources;

– ability to apply knowledge in practical situations;

– ability to use information and communication technologies in the process of professional activity.

Successful realization of the abovementioned objectives is possible within the framework of media education.

Media technology is quite different from the rest of the common tools because it directly links to what is generally considered to be the defining feature of the human species: cognitive abilities, thinking capacity and intelligence. Essentially, media are a means of communication, facilitating the expression and exchange of ideas between individuals. Obviously this also holds for educational technologies, which are readily identified as information and communication technologies (ICT), including a wide variety of applications and devices, e. g., smartphones, tablets, learning management systems, games, and electronic tests.

It is generally agreed that the work with media output develops critical thinking, as students need «to separate a subject into its parts, discern how the parts work together and how the subject relates to other subjects and to judge the subjects quality and value» [1, p. 2]. Critical thinking is an inseparable part of students' creativity; it improves their ability to learn and to apply what they learn as a basis for their own ideas.

Media technologies often involve conditioning and brainwashing. Operating critically empowers students to decide what is really useful and fair and what is superficial and harmful. It helps them understand their views and persuasively explain their objectives.

The goal of media technologies in education is to build an information model of an object, phenomenon or process. This is how the potential of students' creative activity is realized, when the use of interactive schemes, infographics, sound recording of fiction becomes an opportunity to show and reveal the abilities for creativity. Some media functions contribute to the extension of the students' knowledge fund, as well as to the reflection of the principles of morality and aesthetic taste: informational, analytical, moral and educational, cognitive and educational, as well as the function of influence.

Media functions can be divided into the following main groups:

– informative: a report on the state of affairs, various facts and events;

– analytical (evaluative, function of criticism): often the statement of facts is accompanied by a commentary on them, their analysis and evaluation;

– cognitive-educational: sharing a variety of cultural, historical, scientific information, mass media contribute to the extension of the knowledge of their readers, listeners, viewers;

– moral and educational: the media reflect the moral and aesthetic priority patterns of social behavior, the principles of morality and aesthetic taste, the idea of good and evil;

– the function of influence (ideological, socio-managerial, regulatory): the media influence the views and behavior of people;

– hedonistic (recreational, aesthetic): aimed at providing leisure, pleasant pastime, rest, recovery, meeting the aesthetic needs of the audience.

These functions correlate with an activity-based approach to the learning process. «The learning process is the process of the student's activity, aimed at the formation of his consciousness and his / her personality as a whole, so that new knowledge is not given in a completed form» (O. O. Leontjev). There are several proves that support this correlation.

1. Multimedia products created by students, electronic libraries, video libraries, etc.

2. Additional education programs allow to create and implement the creativity of students directly at the classes, which meets one of the main goals of the educational standard: the development of intellectual and creative abilities of students necessary for successful socialization and self-realization of an individual. Undoubtedly, such an activity has a beneficial effect on the development of the intellect of a student, relationships within the team (since the activity involves collective work), and, most importantly, the personal growth of students. When using information technologies, it is necessary to strive to realize all the potentials of the individual: cognitive, moral, moral, creative, communicative and aesthetic.

3. A high degree of interactivity characteristic to the use of IT technologies «contributes to the creation of an effective educational and cognitive environment, that is, an environment used for solving various didactic tasks. The main feature of this environment is that it is suitable for both collective and for individual forms of learning and self-study. In addition, this environment combines the functions of computer learning using multimedia and communication itself» [2].

Technologies of media education presuppose incorporation into educational process of the traditional means of mass media (periodic issues, TV, movies), as well as of the new technological means (hardware and software, which function based on digital technology). It is also possible to use the current methods and systems of information exchange, to provide and support collecting, accumulating, saving and transmitting information [3].

The process of foreign language acquisition is focussed on vocabulary learning. It includes looking up words in dictionaries of different types, recording and rehearsing them, searching for various contexts of their use. Media technologies can be involved effectively in all these activities. They give students exposure to the kind of language they want to learn, opportunities to study it and means to do so.

Here we can't but emphasize the important role of electronic dictionaries which are accessible to searching in many more ways than printed lexicographic works. An electronic dictionary fits perfectly into informational model of modern media environment. It is not just a convenient form of a printed dictionary; its advantages comprise possibilities of multi aspect use, automatic readjustment, supplement or compression of information it contains. Its database consists of encoded dictionary entries, connected by hyperlinks, which allows not only to find a required word quickly, but to see its place in the lexical system due to comprehensive explication of its relations both within the semantic structure and in different lexical groups. Derivatives, synonyms, antonyms, contrasted and thematically connected vocabulary units, idiomatic phrases, contexts of functioning provide a necessary foundation for enriching of intelligent learners' internal lexicon.

Traditionally electronic dictionaries are subdivided into computerized versions of popular printed dictionaries, originally compiled electronic dictionaries and on-line dictionaries. But as a matter of fact their typology is much more varied. They are classified according to different criteria: sphere of functioning, specific tasks, form and ordering of information, availability of multimedia elements, amount of random access memory required, informational environment, etc. Different types of electronic dictionaries, their peculiarities and advantages are covered in scientific works of such researchers as A. N. Baranov [4], V. V. Dubichinski [5], S. I. Landau [6], M. Rundell [7], V. P. Selegei [8], B. Svensen [9] and other authors.

Significant advantages of electronic dictionaries include:

1. High speed of information retrieval.
2. Large dictionary database.
3. Convenient access to necessary information through the system of hyperlinks.
4. Different projections of the dictionary.
5. Examples of pronunciation in different variants of the language.
6. Quick access to phrases and word combinations.
7. Multifunctional and universal character.
8. Simplicity of copying and printing.
9. Opportunity for individual user's glossary making.
10. Opportunity for creating tests of different types on the basis of dictionary material.

11. Possibility of editing.

12. Flexibility and interactivity.

13. Use of graphics and colours.

14. Use of multimedia technologies for illustrative materials (photo, video and audio fragments, animation) [7; 8].

Modern electronic dictionaries also include such macrostructural component as «Games», which enables students to develop both language and speech competences, and to check their knowledge in a very attractive and digestible form. For example, electronic learner's dictionary *The Merriam-Webster's Word Central* offers its users four games — *Alpha-bot, Robo-Bee, BIGbot, Jumble Kids* [10].

The first game — *Alpha-bot* — is a computer programme for mastering the correct spelling of words. It has three levels of difficulty (elementary, intermediate and advanced) and three functions (audio, hint and check). Letters are given in a table. Clicking on them, players spell the pronounced word. If necessary they can use a hint and read the definition of the word.

The next game — *Robo-Bee* — is based on search for missed words. Students can see a gapped sentence. Option-words are placed on flowers. The task is to click on the bee and to fly to the word that best completes the sentence.

The game *BIGbot* is connected with search for synonyms and antonyms. The main character of the game is a robot. The task of players is to feed him with the appropriate word chosen from the given list.

Finally, in the last game proposed by the dictionary — *Jumble Kids* — players are asked to unscramble words, hidden in jumbled letters.

Games are generally considered to be an effective means of increasing students' interest in foreign language learning, which inevitably leads to better results in vocabulary acquisition and contributes to the extension of their knowledge. Therefore all abovementioned games, as well as many others *(Matching Words with their Definitions, Multiple Choice Quiz, Crossword Solver, Anagram Solver, etc.)* can be successfully used as a revision tool both in classroom and in individual work of students.

In the framework of our research, it is also necessary to consider such concept as «multimedia technologies». Multimedia technologies provide such a presentation of information in which a person perceives it with several senses simultaneously and not sequentially, as is done in ordinary learning. Translated from English, «multimedia» is a multi-component environment that uses text, graphics, video and animation. In other words, multimedia is a special type of media technology that combines both traditional static information — text, graphics, and dynamic information — speech, music, video, animation.

Analysis of the media technologies phenomenon showed that the essence of media technologies is expressed in a special form of information activities organiza-

tion, a system of rules and information processing. In in the process of EFL teaching, such a form of information activity organization makes it possible to form foreign language competence by creating an informational environment in which students form language skills, develop speech skills, have the opportunity to get more high-quality, fast, simple training, develop socio-cultural and professional competence, they are given the opportunity to establish intersubject relations.

O. V. Shlykova notes the following distinctive properties of multimedia technologies:

– information is stored and processed in digital form;

– the content is presented in various types (not only textual, but also digital, graphic, animation, video, etc.);

– interactivity — active interaction of a resource, program, service and a person;

– the presence of hypertext is a technology for working with text data that allows to establish associative links — «hyperlinks» between individual terms, fragments, articles and, thanks to this, allows not only sequential linear work with text, as in traditional reading, but also random access, associative viewing in accordance with the established communication structure [11, p. 10].

Thus, the introduction of media technologies to the educational process gives the teacher the opportunity to diversify the tasks and forms of information presentation; use computer programs that include a variety of exercises: educational (for the presentation of material), training (for skills and abilities), text (for testing knowledge). They involve using all human senses, which improves the perception and remembering of the information. They provide an opportunity to model situations that are as close as possible to the conditions of professional activity; to intensify the educational activities of students, to strengthen their independent work (the ability to choose information directly related to their professional activities, to work in accordance with the level of knowledge of the student); to develop students' critical thinking.

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